



## Critical Reflection

### Section 7 - Exceeding – Critical Reflection

#### Assess your practice first.

Read the below description and evaluate it in relation to your practices.

**Exceeding – Critical reflections.** Educators can contribute meaningfully to reflections on emergency management and are informed by past incidents. On one occasion, a staff member allowed an aggressive mother onto our premises. Practice change now precludes this. We reflected as a group during our first-aid course and refresher on possible improvements in the event of an emergency. We decided to work with our neighbour, NSW Health, to complete risk assessments together and use their defibrillator if required.

If you are doing similar practices to the example, use the below question to help you write your **‘exceeding practice for critical reflection’** description so you can add it to your QIP or SAT (NSW only).

For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<b>Critical Reflection</b> - Please discuss how all educators can contribute meaningfully to reflections on emergency management and how those reflections are informed by past incidents where relevant.

**If you and your educators need to learn how to achieve exceeding – critical reflection, proceed here and do below.**

The following section outlines the steps to ensure you are exceeding in Critical Reflection. If you have already successfully completed the previous section demonstrating how you are exceeding in Critical Reflection, you do not need to complete this section.

#### Look at the words in detail to identify what is exceeding.

Please discuss how all educators can contribute meaningfully to reflections on emergency management and how those reflections are informed by past incidents where relevant.

##### Part 1: Educator Involvement in Emergency Management Reflections

**Description:** Explain how every educator can actively engage in discussions about emergency management reflections. Emphasise their role in sharing insights and experiences related to emergency procedures.

**Requirements:** Discuss the collective responsibility of educators to contribute their perspectives and observations to enhance emergency protocols. Highlight their role in improving preparedness based on past incidents, if applicable.

##### Part 2: Integration of Past Incidents into Reflections

**Description:** Describe how past incidents play a role in shaping the reflections on emergency management. Explain how lessons learned from previous incidents influence the discussions and improvements.

**Requirements:** Outline the process of identifying relevant past incidents, extracting key takeaways, and incorporating these lessons into current emergency management discussions. Highlight the importance of continuous improvement based on real-life experiences.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these concepts have **created change** in your service.

#### Week 27, 28 August to 1 September 2023 – 2.2.2 Incident and Emergency Management

Please discuss how all educators can contribute meaningfully to reflections on emergency management and how those reflections are informed by past incidents where relevant.

**Example 1:** Supervisor: Let's talk about how all educators can actively engage in our emergency management reflections. Each of you brings unique insights from your rooms. For instance, after our last fire drill, some educators mentioned that a particular exit route seemed congested. This valuable input helps us optimise our evacuation plans.

**Example 2:** Lead Educator: Our emergency management discussions involve everyone. Remember when we had the power outage last month? Your feedback on how it was handled directly impacts our reflections. Your ideas, like using glow sticks for illumination, might contribute to more effective strategies.

**Example 3:** Coordinator: In our monthly meetings, we encourage each educator to contribute their thoughts on emergency management. Your diverse experiences matter. For instance, after a recent storm, some educators highlighted the importance of securing outdoor equipment. These insights strengthen our plans.

**Example 4:** Director: We value every educator's role in refining our emergency procedures. Think about the flooding incident last year with the storm and how water came into the room. Your feedback on how the children were moved to safe areas swiftly informs our reflections. Sharing such experiences helps us evolve and respond better.

**Example 5:** Educational Leader: Let's remember that every educator's perspective matters in our emergency discussions. Think back to when we had the gas leak scare. Some educators had great ideas on how to ensure proper ventilation during evacuations. Past incidents guide us in making improvements for the safety of all.

**Your example. Select a point from above and break it down into the subsections.**

Please discuss how all educators can contribute meaningfully to reflections on emergency management ... *(Remember reading these descriptions becomes a part of the reflection).*

...and how those reflections are informed by past incidents where relevant. *(Describe the changes you made after the reflection).*